MATH CURRICULUM REVISION NARRATIVE

Background

The Colchester Board of Education last approved a PreK-12 Math Curriculum in 2007. The following minor updates to the Math Curriculum have occurred since then:

- In 2010, the State Board of Education adopted the Common Core Standards, and Colchester participated in a grant-funded pilot of a model Algebra I curriculum.
- In 2015, grades K-5 adopted the Eureka Math program, and around that same time, WJJMS adopted the CMP3 Connected Math program.
- In 2016, secondary education teachers of math met for one day to align the grades 6 through Algebra I content standards and units.

The Colchester Public Schools Math Curriculum Committee met for four days in June of 2021 to review and revise components of the PreK-12 Math Curriculum. Composed of teachers from each grade level, instructional math coaches, administrators from each building, and the Director of Teaching & Learning, the Committee reviewed student learning data, performed a program evaluation, and sought to vertically align math curricula supporting grades PreK-12.

Targets for Improvement

In general, the Committee focused their efforts for redesign on supporting students to develop math fluency skills at CES and WJJMS, and problem solving skills at JJIS. Rather than adopting new programs, the Committee determined that the best strategy to support students at CES, JJIS, and WJJMS would be to align, supplement, and enhance components of the existing K-5 Eureka Math and CMP3 programs.

At Bacon Academy, the primary focus for revision was to support a greater number of students to meet the benchmark on the CT-SAT, the Connecticut standardized assessment for grade 11 students. Other areas of focus for improvement at Bacon Academy included a) supporting all students, including those who take Advanced Placement courses, to develop stronger foundational math skills, b) developing math courses that increasingly support an academic and/or a career readiness pathway, and c) increasing the level of rigor for all students by reducing the number of levels of math courses (i.e., Level 1, Level 2, Level 3, Advanced Placement). The strategy at Bacon Academy was to significantly redesign the sequence of courses and organization of units, allowing all students to effectively meet the graduation requirements of four years and four credits of math.

Curriculum Documents

The following documents provide a high-level view of the proposed Math Curriculum. By clicking on each link, you will be able to view each respective document in detail. These documents, as well as other documents included in the Proposed Math Curriculum folder, will be discussed in greater detail when the Curriculum Committee convenes.

- The Vision Statement outlines the Committee's philosophy for how students best learn math. This philosophy is grounded in educational research on math instruction and the teaching experiences of Colchester teachers.

- The Curriculum Goals identify what the Curriculum Committee intends for the curriculum to support students know and be able to do in 3-5 years.
- The Scope and Sequence identifies the content taught at each grade level and in each course.
- The Instructional Framework and Mathematical Practices identify what the Committee intends for the classroom to “look like” upon successful implementation of the proposed curriculum.
- The Math Resources document lists the items and costs associated with the proposed curriculum. Items that are listed in bold reflect what will be paid for via the Curriculum Implementation budget.